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ABSTRACT

Letters of transmittal, explanation of authorization and duties of the National Advisory Committee on Handicapped Children, and a list of members of the committee as of June 30, 1970, precede a summary of the committee's recommendations, a review of activities of the Bureau of Education for the Handicapped, a review of new program developments, and task force reports. The five recommendations focus on the handicapped force reports. The five recommendations focus on the Handicapped Children's Early Education Assistance Act, identification of disabilities in federally funded educational programs, education for deaf blind children, intelligence measurement, and appropriations for professional education. Review of activities of the Bureau of Education for the Handicapped is stated to concern new and developing programs and certain issues related to the Bureau's functioning. New program developments reviewed include the Handicapped Children's Early Education Assistance Program, current legislation for preschool children such as the Comprehensive Preschool Education and Day Care Act of 1969, special programs for children with specific learning disabilities, deaf blind centers, and regional resource centers. Task force reports then cover handicapped children in the inner cities and student involvement in special education, for example. (CB)

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THE NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

ED 066851

Third Annual Report 1970

DEFINITION OF HANDICAPPED CHILDREN
UNDER PUBLIC LAW 91-230

"MENTALLY RETARDED, HARD OF HEARING, DEAF, SPEECH IMPAIRED, VISUALLY HANDICAPPED, SERIOUSLY EMOTIONALLY DISTURBED, CRIPPLED, OR OTHER HEALTH IMPAIRED CHILDREN WHO BY REASON THEREOF REQUIRE SPECIAL EDUCATION."

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the OE-supported program for the education of handicapped children like all others receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with this law.

ED 066851

THIRD ANNUAL REPORT
OF THE
NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

JUNE 30, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, Secretary

Office of Education
S. P. Marland, Jr., Commissioner

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EDUCATION & WELFARE
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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

December 14, 1970

Honorable Sidney P. Marland, Jr.
U.S. Commissioner of Education
Washington, D.C.

Dear Commissioner Marland:

As required by Title VI of Public Law 89-10, as amended, the National Advisory Committee on Handicapped Children has been made responsible for reviewing the administration and operation of the programs authorized by this title and other provisions of law with respect to handicapped children. This includes their effect in improving the educational attainment of such children, and making recommendations for the improvement of such administration and operation with respect to such children.

I should like to draw your attention to the Second Annual Report of the National Advisory Committee entitled Better Education for Handicapped Children, 1969. This report covered in detail a review of the functions of the Bureau of Education for the Handicapped, and made eleven recommendations. Consequently, the Third Annual Report should be considered a supplement to the Second Annual Report.

On behalf of the National Advisory Committee on Handicapped Children, I am pleased to present its Third Annual Report.

Sincerely yours,

Samuel A. Kirk
Presiding Chairman
National Advisory Committee on
Handicapped Children



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

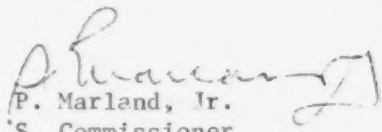
Honorable Elliot L. Richardson
Secretary of Health, Education,
and Welfare
Washington, D. C.

Dear Mr. Secretary:

As required by Title VI of Public Law 89-10, as amended, the National Advisory Committee on Handicapped Children has reviewed the administration of the Bureau of Education for the Handicapped, and the status of legislation pertaining to the use of Federal funds to assist State Education agencies, institutions of higher education, and other non-profit agencies that administer Federal programs relating to the education of handicapped children.

I am pleased to submit the Third Annual Report prepared by the Committee. Progress has been made toward goals described in previous reports, and areas requiring attention have been identified. There remains much to be done for this target group of children. They need the continued dedication and commitment of the Department of Health, Education, and Welfare, the Congress, the President and the nation.

Sincerely,


S. P. Marland, Jr.
U. S. Commissioner
of Education



THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

Honorable Spiro T. Agnew
President of the Senate
Washington, D.C.

Dear Mr. President:

I hereby transmit the Third Annual Report of the National Advisory Committee on Handicapped Children. This Committee was originally established under the provisions of Title VI of the Elementary and Secondary Education Act of 1965, P.L. 89-10, and is continued (as reconstituted) under section 604 of the Education of the Handicapped Act (P.L. 91-230, Title VI). The Committee is responsible for the review of the administration and operation of the Education of the Handicapped Act and other provisions of law administered by the Commissioner of Education with respect to the education of handicapped children.

This Report presents the Committee's review of activities and goals of the Bureau of Education for the Handicapped. Recommendations for expanded federal support in strengthening and broadening the scope of educational assistance to the more than 7,000,000 handicapped children of the Nation are also included. While there has been marked progress in certain of the program goals during the past year, the Committee points out the need for even greater national thrust in striving to achieve maximum educational opportunities for handicapped children.

Sincerely,

Edward Richardson
Secretary



THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

FEB 17 1971

Honorable Carl B. Albert
Speaker of the House of Representatives
Washington, D.C.

Dear Mr. Speaker:

I hereby transmit the Third Annual Report of the National Advisory Committee on Handicapped Children. This Committee was originally established under the provisions of Title VI of the Elementary and Secondary Education Act of 1965, P.L. 89-10, and is continued (as reconstituted) under section 604 of the Education of the Handicapped Act (P.L. 91-230, Title VI). The Committee is responsible for the review of the administration and operation of the Education of the Handicapped Act and other provisions of law administered by the Commissioner of Education with respect to the education of handicapped children.

This Report presents the Committee's review of activities and goals of the Bureau of Education for the Handicapped. Recommendations for expanded federal support in strengthening and broadening the scope of educational assistance to the more than 7,000,000 handicapped children of the Nation are also included. While there has been marked progress in certain of the program goals during the past year, the Committee points out the need for even greater national thrust in striving to achieve maximum educational opportunities for handicapped children.

Sincerely,

William R. Richardson
Secretary

THE NATIONAL ADVISORY COMMITTEE
ON HANDICAPPED CHILDREN

The National Advisory Committee on Handicapped Children was authorized under the provisions of Public Law 89-750, the Elementary and Secondary Education Amendments of 1966, which added a new Title VI-Education of Handicapped Children, to Public Law 89-10, the Elementary and Secondary Education Act of 1965. Under Title VI, the U.S. Commissioner of Education was directed to establish within the Office of Education, a National Advisory Committee on Handicapped Children.

In the spring of 1970 Congress passed Public Law 91-230 which among its purposes codifies major education legislation for the handicapped into the Education of the Handicapped Act. This new act continues to authorize the National Advisory Committee on Handicapped Children. It stipulates that the Committee:

"...shall review the administration and operation of the programs authorized by this title and other provisions of law administered by the Commissioner with respect to handicapped children, including their effect in improving the educational attainment of such children, and make recommendations for the improvement of such administration and operation with respect to such children. Such recommendations shall take into consideration experience gained under this and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children. The Advisory Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner and shall make an annual report of its findings and recommendations to the Commissioner not later than March 31 of each year. The Commissioner shall transmit each such report to the Secretary together with his comments and recommendations, and the Secretary shall transmit such report, comments, and recommendations to the Congress together with any comments or recommendations he may have with respect thereto."

NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN
as of June 30, 1970

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* Presiding Chairman

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SUMMARY OF RECOMMENDATIONS

THIRD ANNUAL REPORT NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

1. The Committee recommends that the Handicapped Children's Early Education Assistance Act (formerly P.L. 90-538, now Title VI, Part C of P.L. 91-230) continue to receive high priority. The Committee is pleased to note that the proposed appropriation for fiscal year 1971 has been increased to \$7 million and recommends that the program reach the full authorization of \$10 million as soon as possible.

2. The Committee recommends that all federally-funded educational programs have the identification of disabilities as an intrinsic part of their requirements. The Committee commends the sponsors of the Comprehensive Preschool Education and Child Day Care Act of 1969 for their concern for all children and their emphasis on the identification of disabilities.

The Committee recommends an increase from 7% to 15% earmarked for the provision of education and remedial programs for handicapped children under the Comprehensive Preschool Education and Child Day Care Act.

3. The Committee notes with approval the beginnings of a national effort to provide an appropriate education for the increased number of deaf-blind children.

The Committee is pleased to note the increase to \$4.5 million in the proposed appropriation for 1971 under Title VI, Part C, of P.L. 91-230 and recommends that the program reach the full authorization of \$7 million as soon as possible.

4. The Committee recommends that the Bureau of Education for the Handicapped, in cooperation with other appropriate Federal agencies, encourage the development of research efforts to provide more information about measuring intellectual functioning of disadvantaged youngsters.

The Committee recommends cooperation with Title I of the Elementary and Secondary Education Act, and other Federal programs to stimulate remedial programs for children now inaccurately classified as retarded, or emotionally disturbed.

5. The Committee recommends that Congress consider the appropriation of a substantial budget, which could be used to interest high school and college students during the summer when they are out of school and largely unemployed, to obtain training and to give service to handicapped and disadvantaged children in their communities. This national thrust will serve three purposes - (1) direct the energies of idealistic youth to service to those less fortunate, (2) serve disadvantaged and handicapped children, and (3) recruit students into careers in special education.

REVIEW OF ACTIVITIES
OF THE
BUREAU OF EDUCATION FOR THE HANDICAPPED

At the conclusion of the 1969 fiscal year, nine members of the National Advisory Committee on Handicapped Children completed their terms. Seven new members were appointed and Dr. Samuel Kirk was invited to continue one additional year as presiding chairman of the group. Because the Committee was reconstituted relatively late in the year, and held only three meetings, all after January 14, only a brief annual report was prepared. More complete reports of the Committee's review of Bureau activities can be found in three previous publications: First Annual Report, National Advisory Committee on Handicapped Children, January 31, 1968; Interim Emergency Report of the National Advisory Committee on Handicapped Children, May 6, 1969; Better Education for Handicapped Children, 1969, The Second Annual Report of the National Advisory Committee on Handicapped Children.

The Second Annual Report (a) reviewed progress on the recommendations from the previous year, (b) reported on the major activities of each of the three divisions, and (c) commented on current issues and activities of the Bureau of Education for the Handicapped. Appropriate recommendations in each of these areas were made.

This Third Annual Report will be confined to the review of new and developing programs and to the consideration of certain pressing issues related to the functioning of the Bureau. It is anticipated that the next annual report of the National Advisory Committee will again make a comprehensive review and report of the total Bureau operation. Public Law 91-230, April 13, 1970, expanded the National Advisory Committee from twelve to fifteen members, this change together with one vacancy and the retirement of four current members will necessitate the appointment of eight new members.

REVIEW OF NEW PROGRAM DEVELOPMENTS

1. HANDICAPPED CHILDREN'S EARLY EDUCATION ASSISTANCE PROGRAM

a, The Committee was pleased to note that the Handicapped Children's Early Education Assistance Act has proved to be a highly popular program, well received by the States and communities. The fiscal year 1970 appropriation of \$3 million for operation during the year July 1970-June 1971 proved to be very small in relation to the demand from the field for such programs.

b) The progress report during the year included the following:

- (1) Twenty-two of the twenty-four projects funded last year (1969) under this program were continued at the operational level at a cost of \$2,247,554.
- (2) One hundred thirty-one proposals requesting \$7,725,112 for new projects were submitted by the March 30, 1970 deadline. Applications from 19 new projects were approved and selected for funding. One new project was funded at the operational level. Four new grantees were funded with planning-operational support in amounts between \$40,000 and \$62,000.
- (3) Fourteen new planning grants were awarded. Two of the planning projects were sponsored by Model Cities areas under an Office of Education commitment to earmark funds for Model Cities applicants during this funding cycle.
- (4) The Committee commends the Bureau for stressing cooperating efforts among its three divisions with respect to programs serving very young children. This cooperative effort has led to two auxiliary developments supported by the Division of Training Programs and the Division of Research. A training grant was made to the University of Texas, Austin,

for Staff Training of Exemplary Early Childhood Centers for Handicapped Children. The staff of the project has visited the 24 Early Education Centers to gain first-hand knowledge of inservice training programs and needs, and sponsored a staff training conference in January 1970, for the directors and the inservice training staff from each of the 24 projects.

During the initial planning year, the Evaluation Center at the Graduate School of Education at UCLA has reviewed proposals and progress reports from the funded projects, provided materials on evaluation and suggested resource persons and information in response to inquiries from project staff.

c) The Committee is pleased to note that the appropriation for fiscal year 1971 has been increased to \$7 million and recommends the program reach the full authorization of \$10 million as soon as possible. The program should continue to receive high priority.

2. CURRENT LEGISLATION FOR PRESCHOOL CHILDREN

The Committee commends the sponsors of the Comprehensive Preschool Education and Day Care Act of 1969 (H.R. 13520) for their concern for early education for all children. The emphasis on the identification of disabilities in early childhood is particularly significant in its implications for prevention of more serious handicapping conditions. The sponsors are also to be commended for their recognition of the need for follow through from screening to the provision of an education and remedial program as indicated by earmarking 7% of the funds for handicapped children.

The Committee recommends that all Federally-funded educational programs have the identification of disabilities as an intrinsic part of their requirements. In view of the high (12-15%) incidence of disabilities among Head Start children, the high cost of special education as compared with regular education and the potential for prevention of handicapping conditions with early intervention, the Committee recommends an increase from 7% to 15% earmarked for handicapped children.

The Handicapped Children's Early Education Assistance Act administered by the Bureau of Education for the Handicapped is approving projects which could supply model programs for the Office of Child Development. The Committee is pleased to learn that cooperative relationships are being established between the Bureau of Education for the Handicapped and the Office of Child Development.

3. SPECIAL PROGRAMS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

The Committee commends the Congress for the inclusion of Learning Disabilities under Part G, Title VI (Education of the Handicapped Act) of the Elementary and Secondary Education Act as amended by P.L. 91-230, April 13, 1970. A clear specification of learning disability as a critical handicap to the education of children has long been awaited by parents of these children and the professional organizations for handicapped children. This initial funding marks a beginning to the essential planning and establishment of programs for professional training, research and demonstration, and comprehensive services. The Committee is assured that Congress recognizes the extensiveness of this subtle, yet serious handicap to the academic functioning of children with learning disabilities. While the additional \$1 million allotted for fiscal year 1971 is an important step, it is only a small portion of the funds that

must be provided to make a noticeable change in educational provisions for these children.

4. DEAF-BLIND CENTERS

a) As a result of the 1964-65 rubella epidemics an estimated 4000 children have been afflicted with a combination of visual and hearing impairments. This is a modest estimate and is likely to increase if the national rubella immunization program is not completed in time to reduce the impact of the anticipated rubella epidemic expected in late 1970-71. Regional Deaf-Blind Center surveys, still in process, have already identified more than 2,600 deaf-blind children. More than 1600 are without the benefit of an adequate educational program. 347 are in institutions for the retarded, and the remainder are at home.

Ten Regional Centers for Deaf-Blind children have been funded during fiscal year 1970 with an appropriation of \$2,000,000. Two of these centers are developmental in nature and plan during their first year to develop specific programs to meet the needs of deaf-blind children in their regions. The remaining eight centers are developmental/operational programs and are providing comprehensive diagnostic and evaluative services; educational, adjustment and orientation programs; and, consultative services for parents, teachers, and others who have a direct role in the lives of deaf-blind children.

The surveys thus far reveal that more than 50% of the population identified are under age nine. The high costs involved in providing educational programs for deaf-blind children in residential and institutional settings can be reduced by early case finding, diagnosis and evaluation, and appropriate placement in day school and other private school programs. The Centers will coordinate all existing

resources and attempt to reduce the cost of educating deaf-blind children from the estimated \$12-14,000 per child in a residential program to \$9,000 or less in other educational settings.

The eight developmental/operational centers will increase enrollment in school programs to 1000 in 1970-71, as compared to 802 in 1969-70. They will also provide diagnostic and evaluative services for an additional 400 children during the year.

b) The Committee notes with approval the beginnings of a nationwide program to provide for the education of the increased number of deaf-blind children. Great progress has been made in almost tripling the number of deaf-blind children placed in educational settings in the first year of this program. The fact, however, that less than one-half of the identified deaf-blind children are currently receiving an education indicates there is much more to be done.

It is estimated that society must spend approximately a quarter of a million dollars on a deaf-blind person during the course of his life. These facts reinforce the Committee's conviction that a total Federal commitment is required to prevent both financial and emotional disaster for the families involved.

The Committee is pleased to note the increase of \$4.5 million approved by Congress in the appropriation for 1971 and recommends that the program reach the full authorization of \$7 million as soon as possible.

5. REGIONAL RESOURCE CENTERS

a) Regional Resource Centers are designed to develop the concept that special education teachers can become more efficient in their

teaching of handicapped children, and that all handicapped children can learn if the appropriate procedures can be identified and implemented. The program is experimental with no predetermined model for the operation of the Centers.

Congressional intent for the use of Regional Resource Centers is reflected in Senate Report #726 of the 90th Congress as follows:

"A regional resource center would provide a bank of advice and technical services upon which educators in the region could draw in order to improve the education of handicapped children. The primary task of the Center would be to focus on the special educational problems of individual handicapped children referred to it. The Center would provide testing and educational evaluation of the child, and in the light of this evaluation, would develop a program of education to meet the child's particular requirements. Working closely with the handicapped child's parents and teachers, the Center would then assist the school (or other appropriate agency) in providing this program, periodically reexamining and reevaluating the program, and making any adjustments which are necessary to keep the program responsive to the educational needs of the handicapped child."

A total of six Regional Resource Centers are currently being supported. Four of these are just over one year old; two planning grants were initiated in June 1970. A total of \$2.2 million is presently invested in the six centers located in Des Moines, Iowa (State education agency); New Mexico State University, Las Cruces, New Mexico; City College of New York, New York; University of Oregon, Portland, Oregon; Harrisburg, Pennsylvania (State education agency); and the University of Utah, Salt Lake City, Utah.

b) The Committee recognizes that several years may be required to determine the effectiveness of the Regional Resource Centers. Meanwhile, we recommend that these Centers should be critically

evaluated to determine to what extent they are meeting the needs for which they were funded. An outcome of such evaluation should indicate whether such Centers should be proliferated in their present form or whether they should be restricted to fewer, more qualitative in-depth types. It is further recommended that the training component be integrated with the other functions of the Center; namely, research and clinical service.

TASK FORCE REPORTS

The Committee has considered during the year several matters on which a position statement seemed necessary. Task forces have been formed to review and recommend appropriate action on some of these matters.

Statements concerning a variety of such issues include (1) Handicapped Children in the Inner Cities, (2) Student Involvement, (3) Development of Educational Personnel, (4) Criteria for the Award of Training Grants, (5) Increased Participation of Non-Public Agencies, and (6) Vocational Education Amendments.

1. HANDICAPPED CHILDREN IN THE INNER CITIES

The Committee reviewed the statement included in the Second Annual Report of the National Advisory Committee on Handicapped Children and fully approved its content and form. It is an excellent statement of the problem of improper identification of many youngsters, particularly in the inner cities and is therefore repeated here.

During its deliberations in 1969, the National Advisory Committee on Handicapped Children concerned itself with educational needs of disadvantaged handicapped children. The first consideration was to determine how well special education programs serve disadvantaged handicapped children. This question involves identification of large numbers of disadvantaged children as being handicapped, with particular reference to the practice of classifying such children as mentally retarded, or emotionally disturbed on the basis of

tests standardized primarily on middle class white children. The second consideration was how to determine what services can be provided to those disadvantaged children who might require the help of educators, but for whom adequate preschool and school programs might prevent their being identified as handicapped.

Leaders in special education, parents of disadvantaged children, and other concerned individuals and organizations have questioned the practice of identifying a disproportionate number of disadvantaged children as "retarded," or as "emotionally disturbed." The standard methods for measuring intelligence, which form the basis for most classifications for the retarded, are well known by professionals to be influenced by the socio-economic conditions in which the children have been raised. Faulty identification can occur if those conditions are significantly different from the population on which the test was standardized. When intelligence tests show a larger proportion of disadvantaged youngsters to be retarded than for the population at large, such tests may in fact accurately predict that these youngsters will have difficulty in the average "white, middle class" educational system. However, such tests may not accurately estimate the ability of the child to profit from adequate and appropriate education.

The basic concern raised by this analysis is that the labeling of children mistakenly identified as retarded or disturbed might erroneously stigmatize them, and any expectation for achievement in school will be lowered. Recent studies have demonstrated that when the expectation of teachers is lowered, the child achieves less than when greater achievement is expected. Further, the type of education such a child might receive in special classes while having certain advantages, e.g., lower teacher-pupil ratio, teachers more sensitive to problems of learning, etc., may be outweighed by the lower achievement of children labeled as retarded, and possibly by more limited education.

If we look carefully at the dynamics of teaching and learning in the inner city school, we find on the part of teacher and parent alike, recognition that many youngsters from such environments need to be provided with special teachers, special equipment, and perhaps special teaching techniques suitable to their own unique development. But there is a corresponding dissatisfaction, disrespect, and suspicion of too formal a separation of such inner city youngsters into static groups and other forms of tracking.

Parents in the inner city area, particularly black parents, have reasons to fear programs which would place an undue stigma on an already stigmatized group. These parents are calling for special assistance for their youngsters who they understand need additional help in order to meet the mainstream demands of education in a pluralistic society.

The parents of inner city children, for example, will no longer support an imposed pedagogy which concerns itself with its children as problems, such as: poor verbal communication skills, disruptive-maladaptive behavior patterns, dis-identity,

self-derogation, inability to delay gratification, and hopelessness. They expect from special education a new pedagogy which emphasizes (1) the spontaneity, problem-solving ability, and creativity which exists and grows under severe limitation of the urban environment, (2) the nature and effect of peer collectives which are the major socializing agent, particularly for the urban black child, and (3) the course of development of acute social perceptiveness, particularly the cognitive and affective styles which permit the development of extensive non-verbal communication processes.

This movement is taking place at the same time that educators themselves are questioning the necessity for their special and exclusive categorical systems of handicaps.

Colleges of education, teacher training programs, and public school departments of special education have rare opportunities at this time of heightened concern about the place and quality of education for inner city dwellers. It would appear that the area of special education has a unique contribution to make in concert with general education to help alleviate some of the educational handicaps presented by youngsters in the inner city. But such contributions come in a form which lessens rather than compounds the problem for inner city children.

Based on these premises, the Committee recommends that:

1. The Bureau of Education for the Handicapped in cooperation with other appropriate Federal agencies, encourage the development of research efforts to provide more information about measuring intellectual functioning of disadvantaged youngsters. This would allow for accurate distinctions between those youngsters who might be said to be retarded in a "classical" sense, and those for whom environmental factors have produced a kind of "pseudo-retardation."
2. The Bureau of Education for the Handicapped should work cooperatively with the education profession as well as special education, to reduce sharply the numbers of children classified as retarded, and thereby eligible for Federal aid-to-handicapped funds. Until better diagnostic tools are developed, the Committee recommends using percentage limitations. For example, no more than 3 percent of the children in a given school population should be classified for assistance in Title VI programs under the heading "mentally retarded." Similarly 2 percent would be an upper limit for children to be labeled as "seriously emotionally disturbed."
3. The Bureau of Education for the Handicapped, in cooperation with Title I of the Elementary and Secondary Education Act, and other Federal programs should stimulate remedial programs for other disadvantaged children now classified as possibly retarded, or emotionally disturbed. The role of special education in meeting the needs of these children should not be minimized. Special education teachers have demonstrated that they have special ability to deal with and respond to the

student who "is different," and should be used to help other teachers work with these children, or to continue teaching them directly. The children however, should no longer be classified as retarded or emotionally disturbed, but should receive supplemental services within the regular education system. Additionally, university Departments of Special Education should contribute to additional training for teachers who will be working with disadvantaged children to pass along their experience from working with children who have had difficulty competing in the basic educational system.

Efforts to meet the learning needs of disadvantaged children, the handicapped and those who might no longer be labeled handicapped, should be stimulated by Office of Education research and demonstration programs, including the programs of the Bureau of Education for the Handicapped.

4. The most promising approach to the amelioration and prevention of handicapping conditions in children is early preschool education. Although the Committee was pleased to note that Congress enacted the Handicapped Children's Early Education Assistance Act, it was disappointed to note that only \$1 million was appropriated for the implementation of this Act. It is recommended that the Bureau of Education for the Handicapped give priority to preschool disadvantaged children, and efforts should be made to obtain sufficient State and Federal funds to support preschool programs for potential and actual handicapped children from disadvantaged areas in inner cities and rural areas. The goal should be to provide intensive preschool education to approximately 500,000 such children by 1975.

2. STUDENT INVOLVEMENT IN SPECIAL EDUCATION

Much of today's activism among college students is generated by a desire to realize, in daily life, the rhetoric of democracy. Equal opportunity for individuals to develop their fullest potential is one of the cornerstones of this rhetoric. Turning young socially committed students onto the cause and work of special education, which will assure that the handicapped have such an equal opportunity, is seen by the members of this Task Force as a very logical and potentially highly productive move.

The Bureau of Education for the Handicapped should consider the further use of students and representatives of other minority groups. Review

panels, internship programs within the Bureau, applications from colleges and universities would be good vehicles for such participation. Such endeavors would encourage the initiative of students, insure the representation of a large body of consumers and obtain fresh approaches to significant issues.

The Committee recommends that Congress consider the appropriation of a substantial budget to recruit high school and college students into summer jobs which provide service to handicapped and disadvantaged children in their communities. This national thrust will serve three purposes: (1) Direct the energies of idealistic youth to service to those less fortunate, (2) provide service to handicapped children, and (3) recruit students into careers with handicapped children.

3. DEVELOPMENT OF EDUCATIONAL PERSONNEL

It is recommended that consideration be given by the Bureau of Education for the Handicapped to the development of a continuum of services which range from the utilization of paraprofessionals to master educational managers. This implies efforts on the Divisions of Services, Training, and Research to coordinate their planning and operation toward this goal.

4. CRITERIA FOR THE AWARD OF TRAINING GRANTS

The National Advisory Committee on Handicapped Children re-affirms the policy of review panels evaluating applications for funds to support training programs. Panels should be encouraged to consider not only criteria which may be applicable throughout the entire

country, but also those growing out of special regional and State needs.

We recognize that training priorities may differ in some respects from State to State, and endorse the current policy of committing 20% of training funds to individual State Departments of Education for their allocation of training funds for their special needs.

5. INCREASED PARTICIPATION OF NON-PUBLIC AGENCIES

Americans have long benefitted from a rare partnership in the educational process between the public and non-public sector. Private non-profit schools enroll approximately 15% of the Nation's children. For example, in 1969, the Catholic school system enrolled 5,042,270 pupils in elementary and secondary education, as contrasted with 43,600,000 children in public schools, or about 12%. 1/ Another 20,000 handicapped children were enrolled in Catholic special schools or classes. The problem of financing these needed private non-profit programs has become increasingly more difficult and onerous to non-public educational systems over the years.

The Federal Government, cognizant of these pressures on private non-profit educational systems, has attempted to alleviate this strain through beneficial legislation applicable to handicapped children in the non-public sector. Typical of this legislation are Titles I, III, and VI of the amended E.S.E.A. Yet, only 6% of the children participating in Title VI-A projects in 1968 came from private schools. 2/

1/ P.J. Kennedy, Official Catholic Directory - 1969

2/ Better Education for Handicapped Children: Annual Report, Fiscal Year 1968, U.S. Office of Education, June 1969, p. 26.

6. VOCATIONAL EDUCATION AMENDMENTS OF 1968

The Committee recommends that the Bureau alert State personnel to the provisions for the handicapped in the Vocational Education Amendments of 1968 so that the full 10% allocated to special vocational education for the handicapped will be fully utilized.

OTHER ISSUES AND ADVICE FOR THE BUREAU OF EDUCATION FOR THE HANDICAPPED

1. Personnel Needs

a) Status of BEH Manpower Information

The Bureau of Education for the Handicapped, early in its existence, recognized the necessity of developing a way of systematically obtaining adequate information on a continuing basis with respect to manpower needed to educate handicapped children. Of particular interest is information which allows the Bureau:

1. to assess current supply and demand of personnel;
2. to predict future supply and demand as staffing patterns, availability of funds, and other conditions change with the passage of time; and
3. to specify the levels and types of personnel training needed in order to supply the variety of personnel required for different kinds of educational programming at a rate consistent with the ability of the educational system to utilize those personnel trained.

The Bureau has taken a number of significant steps toward reaching the objective of obtaining the required information.

1. Through a contract with Operations Research, Inc.:
 - a. A mathematical model has been produced which integrates information basic to the assessment and prediction of manpower needs; and
 - b. Reports are now at the Bureau which detail the status of each of the 50 States to provide the information required by the mathematical model, an estimate of the effort and funds needed to collect any missing information, and an

estimate of the effort and funds required to supply all of the information to the Bureau.

- c. The Bureau is in the process of studying the reports about the 50 States to determine its continuing role in reaching the objective of systematically assessing and predicting manpower needs.

- 2. With the assistance of the Office of Management Information of the Office of Education and Michigan State University, the Bureau is setting up a within-Bureau management information system to manipulate the information which will be supplied by the States. The Bureau's information system is partially in operation now.

Until the developing system becomes functional, in order to make current decisions, the Bureau is synthesizing partial information from a variety of sources (e.g., reports to the Aid to States Branch of the Division of Services, data supplied by applications to the Division of Training Programs for grants, relevant small studies in the literature). Although this procedure admittedly is inadequate now, and will become increasingly so, the present gap between supply and demand is so great that current procedures of estimating manpower needs are useful.

- b) The Committee commends the Bureau for its current efforts in manpower data collection and urges that the efforts continue so that information will be available as soon as possible to assist in critical decisions with respect to funding.

2. Evaluation and monitoring of Bureau activities

A matter of recurring interest in the review of all Bureau programs is that of evaluation. The Committee commends the Bureau for the evaluation projects now being undertaken and supports an expansion of such endeavors. In view of the staff shortages in the Bureau, the Committee urges the further use of outside consultants and contracts in order to accomplish these goals.

3. Creation of Separate Schools for the Handicapped

The Committee has been informed that special schools are being established for the handicapped in areas where segregation has been abolished by the Courts. While cognizant that gathering handicapped children together may sometimes achieve educational purposes, the Committee feels the practice should be carefully watched to insure that such separate schools are not formed in order to continue racial segregation. The Committee expresses its strong objections to the segregation of handicapped children for other than educational purposes. The Committee also recommends that the Bureau continue its policy of stimulating the integration of handicapped children into regular educational settings through utilization of appropriate resource personnel, materials, etc.

4. Regional Conferences

The Committee was pleased with the Regional Conferences sponsored by the Bureau in 1968 which fostered communication among Federal, State, and local personnel concerned with Special Education. The Committee recommends that the Bureau reinstate these conferences for the purpose of discussing major issues in the field, the modification of special education practices and new developments. Such issues might include

the partnership of special education with regular education; the use of paraprofessionals; the impact of new learning disabilities legislation; improving efficiency in the delivery of services; the relationship of residential schools with local schools, etc.